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ABSTRACT

Few matters induce more dialogue among foreign language among educators than the problem of students' transition between levels of language study. Secondary school teachers worry about how best to integrate a diversely prepared freshman population into their curriculum. The aim of this edited volume is to assemble the theory, research, and vision of leaders in the field of foreign language articulation into a single volume that will benefit foreign language educators, students, program administrators, and researchers by presenting models of the most recent articulation efforts in the United States. Chapter titles include the following: "Foreign Language Placement Examinations: A Brief History of the Standardized Test" (Luis E. Latoja); "Foreign Language Articulation: Using the National Standards as a Guide for Local Articulation Efforts" (Carolyn Gascoigne Lally); "Composition and Articulation: Classroom Practice, National Standards, and Academic Alliances" (Clara Krug); "Sequential Foreign Language Programs: Articulating Language and Literature" (Anne Fountain); "The South Carolina Project for Improved Articulation" (Darrell J. Dernoshek); "Changing Perspectives and Practices in Foreign Language Classrooms: A CAAP Update" (Deborah Wilburn Robinson); "Articulation Efforts in New York State" (Anita Jones Vogely); "The Minnesota Articulation Project: Past, Present, and Future" (Diane J. Tedick, Cheryl Alcaya); "Foreign Language Articulation and the Social Climate" (Winnifred Adolph); and "Articulating Foreign Language Programs: The Need for New, Curricular Bases" (Heidi Byrnes). (KFT)

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